

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: February 24, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #8

**Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):
INCLUDING, BUT NOT LIMITED TO, 2002 PRELIMINARY RESULTS.**

Please insert the following attachment:

[Attachment 1](#): California English Language Development Test (CELDT) Preliminary 2002
Annual Assessment Results (Pages 1-12)

The California Department of Education (CDE) received the preliminary data from the current CELDT contractor, CTB/McGraw-Hill, and has prepared the following analysis. Attached you will find the following tables:

- Frequency and percent of students by grade;
- Percent of students at each proficiency level for each skill area and overall;
- Longitudinal analysis of students overall proficiency level at each grade;
- Percent of students who meet the CELDT requirement for reclassification ;
- Information on Listening / Speaking Exemption Usage; and
- 2001 CELDT Annual Assessment Results - Percent of Students by Grade and Proficiency Level.

Under each of the tables, important trends from the data are noted. It is also important to remember that the analysis is based on preliminary data and the final data will be presented to SBE at their April meeting.

California English Language Development Test (CELDT) Preliminary 2002 Annual Assessment Results

The analyses presented in this report were based on the 2002 CELDT annual assessment (AA) **preliminary** data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

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2002 CELDT Annual Assessment

The following table describes the number and percent of students at each grade who took the CELDT for annual assessment (AA) purposes in 2001 and 2002.

Table 1. Frequency and Percent of AA Students by Grade

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2002	Frequency	8,080	160,466	160,156	159,977	147,565	125,147	112,505	98,731	84,723	76,876	67,245	54,359	40,593	1,296,423
	Percent	0.6%	12.4%	12.4%	12.3%	11.4%	9.7%	8.7%	7.6%	6.5%	5.9%	5.2%	4.2%	3.1%	100%
2001	Frequency	0	159,986	166,679	156,520	135,134	125,877	108,263	92,351	85,456	71,239	67,735	53,768	39,288	1,262,296
	Percent	0%	12.7%	13.2%	12.4%	10.7%	10.0%	8.6%	7.3%	6.8%	5.6%	5.4%	4.3%	3.1%	100%

Trends in Annual Assessment Counts:

- Kindergarten students were included in the annual assessment for the first time in 2002. Those students who were retained in kindergarten would have been appropriately assessed as annual assessments in the 2002 window.
- According to the preliminary 2002 test results, more students took the annual assessment in 2002 compared to 2001.

Listening/Speaking (L/S) Skill Area

Table 2. Percent of Students by Grade and Listening/Speaking Proficiency Level (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	17.8	6.8	7.4	8.9	6.5	6.3	4.7	6.2	7.1	7.0	9.2	8.6	8.6	7.2	8.7	-1.5
% Early Intermediate	29.9	22.1	16.5	23.9	15.4	11.9	15.4	13.1	12.8	12.5	13.3	13.7	11.9	16.4	23.6	-7.2
% Intermediate	36.3	43.0	39.8	39.4	37.2	33.4	41.0	35.4	31.7	40.0	31.5	30.4	29.4	37.3	42.8	-5.5
% Early Advanced	13.4	21.3	23.0	15.6	22.9	26.0	23.9	29.3	30.8	30.1	34.6	34.3	34.9	25.0	19.5	5.5
% Advanced	2.7	6.8	13.3	12.1	17.9	22.4	15.0	16.0	17.6	10.5	11.4	13.0	15.2	14.1	5.5	8.6
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,296,423 2001 AA N=1,262,296

Trends in Listening/Speaking Skill Area Results

- Overall, relatively more students scored in the higher proficiency levels in Listening/Speaking than in the lower proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels in Listening/Speaking.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels in Listening/Speaking.

Reading Skill Area

Table 3. Percent of Students by Grade and Reading Proficiency Level (2002 AA)

	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	37.8	41.6	22.5	15.0	14.2	11.0	9.2	7.7	7.0	5.7	5.2	20.4	23.2	-2.8
% Early Intermediate	31.6	30.7	27.2	21.5	22.5	17.2	13.8	13.2	11.5	8.8	6.6	21.8	20.9	0.9
% Intermediate	22.7	21.2	32.3	35.5	32.7	29.0	26.1	22.9	19.6	18.0	15.6	26.3	26.5	-0.2
% Early Advanced	5.5	4.8	12.2	17.6	21.4	25.7	27.2	35.4	33.7	32.9	32.1	18.6	18.4	0.2
% Advanced	2.4	1.7	5.9	10.4	9.3	17.1	23.8	20.8	29.3	34.6	40.6	12.9	10.9	2.0
% TOTAL*	100	100	100	100	100	100	100	100	101	100	100	100	100	

2002 AA N=1,127,877 2001 AA N=1,102,310

*Note: Totals might not add to 100% due to rounding.

Trends in Reading Skill Area

- Overall, relatively more students scored in the lower proficiency levels in Reading than in the higher proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner proficiency level in Reading.
- Compared to the previous annual assessment, about the same percentage of students were in the Early Intermediate, Intermediate, and Early Advanced proficiency levels in Reading.
- Compared to the previous annual assessment, a greater percentage of students were in the Advanced proficiency level in Reading.

Writing Skill Area

Table 4. Percent of Students by Grade and Writing Proficiency Level (2002 AA)

	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	Difference between 2001 and 2002
% Beginner	18.1	21.5	11.3	8.3	7.1	7.2	6.9	7.9	7.7	6.2	5.3	11.4	12.7	-1.3
% Early Intermediate	26.0	30.0	21.0	15.6	17.6	15.1	14.0	16.7	16.4	15.1	13.3	19.9	16.5	3.4
% Intermediate	33.6	31.3	36.4	35.0	39.2	35.4	32.7	33.1	30.6	30.1	29.6	33.9	38.6	-4.7
% Early Advanced	20.6	14.5	24.9	31.1	28.9	32.1	33.5	32.4	33.5	35.3	36.4	27.1	26.5	0.6
% Advanced	1.8	2.8	6.5	10.1	7.1	10.3	12.8	9.9	11.9	13.3	15.4	7.8	5.7	2.1
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,127,877 2001 AA N=1,102,310

Trends in Writing Skill Area

- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner and Intermediate proficiency levels in Writing.
- Compared to the previous annual assessment, a higher percentage of students were in the Early Intermediate and Advanced proficiency levels in Writing.

Overall Proficiency Level

Table 5. Percent of Students by Grade and Overall Proficiency Level (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	2002 All Grades	2001 All Grades	<i>Difference between 2001 and 2002</i>
% Beginner	17.8	6.8	12.6	15.8	8.7	7.3	6.8	7.7	8.1	8.3	10.0	9.6	9.6	9.6	11.5	-1.9
% Early Intermediate	29.9	22.1	27.5	32.1	20.3	14.0	16.4	13.1	11.6	11.9	12.3	11.3	9.0	19.2	22.8	-3.6
% Intermediate	36.3	43.2	40.1	34.3	38.2	35.3	41.7	36.0	32.2	36.5	30.2	28.9	27.8	36.8	40.4	-3.6
% Early Advanced	13.4	21.1	16.0	13.1	23.7	29.5	25.7	31.3	33.3	33.9	36.0	36.1	36.4	25.1	21.0	4.1
% Advanced	2.7	6.8	3.9	4.6	9.2	13.9	9.6	12.0	14.9	9.4	11.4	14.1	17.2	9.3	4.3	5.0
% TOTAL*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

2002 AA N=1,296,423 2001 AA N=1,262,296

*Note: Totals might not add to 100% due to rounding.

Trends in Overall Results

- Compared to the previous annual assessment, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.

Longitudinal Overall Proficiency Level Analysis

Table 6. Percent of Students by Grade and Overall Proficiency Level for Those Students with Previous Overall CELDT Results (2002 AA)*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	11.5	6.5	12.1	14.7	7.8	6.2	5.7	6.3	6.8	7.2	9.8	9.6	10.0	8.8
% Early Intermediate	28.3	22.3	29.4	32.5	21.5	15.2	16.1	14.4	13.0	11.6	14.9	14.3	12.1	20.6
% Intermediate	42.0	43.7	39.9	35.0	39.9	38.1	42.7	39.8	36.9	37.9	37.1	36.5	36.7	39.1
% Early Advanced	16.0	20.8	14.8	13.3	22.1	27.3	26.1	28.4	30.0	34.7	30.6	30.6	30.8	23.2
% Advanced	2.3	6.7	3.8	4.6	8.8	13.2	9.3	11.1	13.3	8.7	7.8	9.0	10.4	8.2
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Count	2,374	108,454	122,067	136,685	118,132	95,437	92,896	70,635	59,165	56,123	39,925	31,945	23,161	956,999

Table 7. Percent of Students by Previous Grade and Previous Overall Proficiency Level (2001 AA or 2001-02 Initial Assessment (II))*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
% Beginner	31.2	14.3	17.8	22.4	14.7	10.2	12.4	12.7	10.0	16.8	14.1	10.1	16.2	16.9
% Early Intermediate	33.7	29.5	32.9	40.7	32.2	20.9	23.6	19.7	14.5	16.2	17.6	16.8	18.0	28.1
% Intermediate	31.7	45.8	38.7	33.8	46.3	48.5	53.1	52.5	44.4	47.4	47.1	48.3	41.7	43.1
% Early Advanced	3.2	9.3	9.5	2.8	6.1	17.1	10.2	14.2	27.2	18.2	19.5	22.6	22.9	10.7
% Advanced	0.3	1.0	1.2	0.3	0.7	3.4	0.7	0.9	3.9	1.5	1.8	2.3	1.3	1.3
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Count	109,527	124,738	136,814	117,293	94,819	91,991	71,325	59,892	51,024	43,577	32,356	21,750	1,893	956,999

*Note: These tables include data for the same set of students for year 1 and year 2 of the CELDT. Students without previous overall scale score results or students who exercised the L/S exemption were excluded from this analysis. In general, students progressed a grade between the two CELDT administrations (e.g., a 1st grader in 2001 is a 2nd grader in 2002).

Trends in Longitudinal Overall Proficiency Level Analysis

- Overall, students increased their English language proficiency between their last two administrations of the CELDT.
- Compared to their previous CELDT administration, a smaller percentage of students were in the Beginner, Early Intermediate, and Intermediate proficiency levels.
- Compared to their previous CELDT administration, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.

Students Who Should be Reviewed for Possible Reclassification

Table 8. Percent of Students Who Should be Reviewed for Possible Reclassification by Grade (2002 & 2001 AA)

		K	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
2002 AA	% Review for Possible Reclassification*	16.0	27.9	12.5	9.1	21.5	31.7	27.8	36.6	42.4	39.3	43.9	47.0	50.0	27.9
2001 AA	% Review for Possible Reclassification*	NA	17.9	9.6	6.5	13.7	22.4	20.2	28.2	34.4	36.7	40.2	44.8	48.8	21.8
	% Difference between 2001 and 2002 rates	NA	10.0	2.9	2.6	7.8	9.3	7.6	8.4	8.0	2.6	3.7	2.2	1.2	6.1

2002 AA N=1,296,423 2001 AA N=1,262,296

*Note: Criteria for review for possible reclassification: scoring at least Early Advanced Overall with Skill Area scores of at least Intermediate.

Trends in CELDT Results pertaining to the Reclassification Guidelines

- Compared to the previous annual assessment, a greater percentage of students met the CELDT criteria for reclassification. The CELDT score criteria is only one of four criteria set by SBE for reclassification of English Learners.

Listening/Speaking Exemption*

Table 9. Percent of Students by Listening/Speaking Exemption Designation and Grade (2002 AA)

	K	1	2	3	4	5	6	7	8	9	10	11	12	<i>All Grades</i>
% Used L/S Exemption	0.0	0.4	6.3	0.0	5.3	8.6	0.0	8.8	11.6	0.8	17.5	19.5	22.6	6.2
% L/S not administered in 2002 AA and invalid previous scale score provided	0.1	0.3	1.0	1.1	1.1	1.2	1.2	1.5	1.5	2.3	2.9	3.4	4.3	1.4
% L/S not administered in 2002 AA and previous scale score not provided	0.8	0.2	0.8	0.3	0.7	0.9	0.4	1.3	1.5	0.9	2.0	2.4	2.7	0.9
% L/S administered in 2002 AA	99.1	99.0	91.9	98.6	93.0	89.3	98.4	88.4	85.5	95.9	77.6	74.7	70.5	91.5
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100

2002 AA N=1,296,423

*Note: Students who scored at least Early Advanced in Listening/Speaking on their previous CELDT administration were exempted from taking the Listening/Speaking skill area in the 2002 annual assessment, given they did not change grade spans. The exemption is still available to students in grades 3, 6, and 9 (beginning of the grade spans) if the students were retained the previous year.

Trends in Listening/Speaking Exemption Usage

- Only 6.2% of students exercised the Listening/Speaking exemption option.
- Students in grades 10, 11, and 12 were more likely to have used the Listening/Speaking exemption.
- A large percentage of students (91.5%) were administered the Listening/Speaking skill area.
- A small percentage of students were not administered the Listening/Speaking skill area.
- A small percentage of errors in administering the Listening/Speaking exemption were detected.

2001 CELDT Annual Assessment

Table 10: 2001 CELDT Annual Assessment Results

Listening/Speaking		1	2	3	4	5	6	7	8	9	10	11	12	All Grades
	% Beginner	10.3	9.6	13.3	9.2	7.5	6.0	6.7	7.3	7.5	8.1	5.7	4.8	8.7
	% Early Intermediate	28.2	23.6	35.8	27.8	21.9	22.4	19.1	17.5	14.4	15.6	16.0	14.3	23.6
	% Intermediate	43.6	47.2	36.8	41.0	41.8	50.0	48.4	46.1	40.7	37.1	36.3	36.3	42.8
	% Early Advanced	15.9	14.7	11.2	17.0	21.6	18.1	21.2	23.8	28.9	29.1	29.9	30.8	19.5
	% Advanced	2.0	5.0	2.8	5.0	7.2	3.5	4.6	5.4	8.5	10.2	12.0	13.8	5.5
	% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,262,296													
Reading	% Beginner	NA	41.8	44.3	26.1	16.7	16.5	12.9	10.0	11.9	10.6	7.9	6.7	23.2
	% Early Intermediate	NA	30.7	28.9	27.2	21.6	21.3	16.6	13.0	10.8	9.8	7.4	5.4	20.9
	% Intermediate	NA	19.8	21.1	32.7	37.8	32.9	29.7	26.9	24.0	21.8	19.4	16.3	26.5
	% Early Advanced	NA	5.8	4.4	10.2	16.8	22.3	28.4	31.6	33.0	31.9	31.5	30.9	18.4
	% Advanced	NA	1.9	1.3	3.8	7.1	7.0	12.4	18.5	20.3	25.9	33.8	40.6	10.9
	% TOTAL*	NA	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,102,310													
Writing	% Beginner	NA	22.5	22.1	12.9	8.8	7.3	7.3	7.0	9.0	9.1	6.9	5.9	12.7
	% Early Intermediate	NA	26.2	24.1	16.9	11.9	13.6	11.7	10.8	13.1	13.1	11.8	9.7	16.5
	% Intermediate	NA	31.3	37.3	42.9	41.9	45.5	41.5	38.4	37.9	35.7	35.0	33.9	38.6
	% Early Advanced	NA	18.5	13.5	21.9	28.5	27.0	30.3	32.2	36.0	37.3	40.4	44.0	26.5
	% Advanced	NA	1.4	3.0	5.4	8.9	6.6	9.2	11.5	4.0	4.9	5.9	6.6	5.7
	% TOTAL	NA	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,102,310													

Overall		1	2	3	4	5	6	7	8	9	10	11	12	<i>All Grades</i>
	% Beginner	10.3	16.7	19.4	11.3	8.0	8.6	8.5	8.1	9.9	10.0	7.6	6.7	11.5
	% Early Intermediate	28.2	32.0	36.9	26.9	18.9	19.5	15.4	13.2	11.5	12.0	10.9	8.5	22.8
	% Intermediate	43.6	37.7	34.0	43.1	44.7	48.0	44.3	40.7	38.3	34.5	33.4	32.6	40.4
	% Early Advanced	15.9	12.0	7.9	15.1	22.5	21.1	27.4	32.1	33.9	35.0	37.5	39.1	21.0
	% Advanced	2.0	1.7	1.8	3.7	6.0	2.8	4.4	5.9	6.5	8.5	10.7	13.2	4.3
	% TOTAL*	100	100	100	100	100	100	100	100	100	100	100	100	100
	N=1,262,296													